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ABSTRACT

The business education curriculum for the Fort Benton school system was designed with funds under Title III of the Elementary and Secondary Education Act as part of the vocational technology curricula to develop skills and attitudes that will permit students to find satisfaction and success in their careers. The curriculum, designed for grades 9-12, includes courses in typing, shorthand, bookkeeping, accounting, consumer economics, introduction to business, business machines, business law, clerical and secretarial office procedures, simulated office practice, business communications, and business cooperative education. Objectives and instructional resources are specified for each course. (JH)

FORT BENTON BUSINESS EDUCATION CURRICULUM OUTLINE

business educ.

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TABLE OF CONTENTS

FOR

FORT BENTON BUSINESS EDUCATION CURRICULUM OUTLINE

		Page
Preface		1
Statement of Philosophy		2
Introduction		3
Terminology		4
Basic Goals		5
Themes and Their Rationale		6
Personal Typing (1 semester)	(Grade 9)	9
Skill Building Typing (1 semester)	(Grades 10-12)	10
Production Typing (1 semester)	(Grades 10-12)	11
Vocational Career Typing (1 semester)	(Grades 10-12)	12
Basic Shorthand (1 semester)	(Grades 10-12)	13
Dictation (1 semester)	(Grades 10-12)	14
Speed Building (1 semester)	(Grades 10-12)	15
Transcription (1 semester)	(Grades 11-12)	16
Fundamentals of Bookkeeping (1 year)	(Grades 10-12)	17
Principles of Accounting (1 year)	(Grades 11-12)	18
Consumer Economics (1 semester)	(Grades 10-12)	19
Introduction to Business (1 semester)	(Grade 9)	20
Business Machines (1 semester)	(Grades 10-12)	21
Business Law (1 semester)	(Grades 10-12)	22
Clerical Office Procedures (9 weeks)	(Grade 12)	24
Simulated Office Practice (9 weeks)	(Grade 12)	25
Business Communications (9 weeks)	(Grade 12)	26

Page

Secretarial Office Procedures (9 weeks) . . . .(Grade 12) . . 27

Business Cooperative Education (9 weeks). . . .(Grade 12) . . 28

Revision. 29

Appendix A. 31

School System Self-Survey. 32

Appendix B. 34

Curriculum Development Survey. 35

Appendix C. 38

PREFACE

The means by which a small rural school system might provide a continuing curriculum development process are limited fiscally in most areas of Montana. Through the acquisition of a federal grant under ESEA Title III, we in the Fort Benton System have been able to overcome this limitation to some degree. Found in the pages of this curriculum outline are the efforts of Fort Benton teachers and administrators as well as the efforts of personnel from seven other Montana schools.

In today's paper world we often measure success by the volume of the printed word. The efforts put forth by the people involved in this project in no way can be acknowledged simply through an observance of volume. The real success of the program appears in the regeneration of teaching philosophy, methodology and enthusiasm. These in most part will show in the benefits rendered the students in the years to come.

I am not only proud to have been a part of this project, but also thank all the people involved for their cooperation. Any success or benefits of the project are theirs.

Members of this project from the Fort Benton School System will be available for consultant service to any organization or school district with regard to the outline contained herein or any other part of the project.

William J. Hoppes
Superintendent of Schools

STATEMENT OF PHILOSOPHY

Our primary purpose is to create vocational technology curriculums in specific areas which will help each student develop into a constructive citizen. The student will have the opportunity to develop cooperative attitudes toward society, acquire values consistent with the democratic creed and obtain a dependable body of knowledge and technical skills. The Vo-Tech curriculums will assist in the development of those skills and attitudes which will permit students to find satisfaction and success in their careers.

We believe that in order to make our vocational technology curriculums more meaningful for our students, a planned scope and sequence is necessary. In order to accomplish this, the student will explore areas within the scope of vocational technology. These areas are Business Education, Home Economics, Agri-Industry, Trades and Industry, and Industrial Arts.

Through these vocational technology areas, the student will have the opportunity to integrate into his life learning processes, self-expression, and skill development.

INTRODUCTION

This Business Education Curriculum was developed primarily for the Fort Benton School System by a committee representing several Montana School Districts. The project was funded through an ESEA Title III grant to the Fort Benton Public Schools.

The writing of this curriculum outline involved a highly concentrated six-week effort on the part of each individual committeeman. The Business Education project personnel were:

James A. Longin	Fort Benton	Project Director
Robert Jerome	Fort Benton	Group Leader
Rus Axtman	Fort Benton	Student Consultant
Ronald Shoquist	Fort Benton	
Everett Hunt	Stanford	

TERMINOLOGY

1. BEHAVIORAL INSTRUCTIONAL OBJECTIVE - refers to those objectives used to measure the terminal behavior of the student which are intended to help develop the behavioral concept and in turn the theme.

2. BEHAVIORAL CONCEPT - refers to those concepts written in behavioral terms which are intended to further develop the grade level theme.

3. COMMERCIAL PAPER - negotiable instruments, e.g., checks, bonds, drafts, etc.

4. COST ACCOUNTING - the method of recording costs of manufacturing products.

5. FINANCIAL STATEMENTS - balance sheet, income statement, worksheet, trial balance, etc.

6. GOALS - refers to those thirteen basic goals established by this committee as the over-all concern of this curriculum.

7. GRADE LEVEL THEME - refers to that theme which is being developed at that particular grade level.

8. INTERNAL REPORTING - communications of financial data within the departments of business.

9. JOB-ENTRY SKILLS - required skills of obtaining employment.

10. MAILABLE LETTER - letters that are typed in proper form, without error or corrected errors that do not show.

11. MAJOR THEME - refers to that theme which is being developed throughout the entire curriculum, "the expanding social order".

12. SOURCE DOCUMENTS - any paper from which accounting data is taken, e.g., invoices, sales slips, vouchers, purchase orders, etc.

BASIC GOALS

This project group identified thirteen basic goals in the field of Vo-Tech. These goals are stated as follows:

1. Develop an appreciation of vocational technology.
2. Develop an insight and understanding of employment opportunities.
3. Develop the ability and enthusiasm for continuous learning.
4. Develop basic skills in the proper and safe use of common tools, machines, and processes used in the vocational areas.
5. Develop desirable social relationships.
6. Develop the insight with which the student can become aware of his capabilities.
7. Develop marketable skills and vocational competence to meet the needs of the students.
8. Develop consumer attitude where as students can select, buy, use, and maintain the products of industry more intelligently.
9. Develop technical skills that can be applicable to the student for personal use.
10. Develop an insight into the world of work and its place in our culture.
11. Develop the abilities and enthusiasm for creative expression involving the materials, the processes and the products of vocational technology.
12. Develop the abilities for problem solving.
13. Develop an understanding of industrial processes and the practical application of scientific principles.

THEMES AND THEIR RATIONALE

At each grade level a theme is identified and a rationale is indicated for that theme.

Grade Level	Theme	Rationale
	TYPING	1. The advanced technology of our society has increased the needs for precise communications. The skills of typing are of value to all students because they represent a rapid and efficient means of communications. 2. Typing is a skill not only used in the business world but in personal communications as well. 3. In order that the students achieve proficiency in typing, a sequential offering of four semesters of typing is provided.
9	Personal Typing (1 semester)	1. Personal typing is school board required and is offered to all students at the ninth grade level. 2. Personal typing is the foundation and beginning of all further typing courses.
10-12	Skill Building (1 semester)	1. This course of study is a step in the sequential outline to further develop these typing skills. 2. The student need further development and reinforcement of the skills gained in Personal Typing.
10-12	Production Typing (1 semester)	1. This course is offered as another step in the sequential skill development of typing. 2. By this time, the students have selected the Business area as a possible life career.
11-12	Vocational Career Typing (1 semester)	1. This course of study is the culmination of our typing offerings and completes our sequential skill development of typing. 2. This advanced course is designed to prepare students in depth to enable them to meet employment standards for a position where production typing is a major requirement.
	BOOKKEEPING	1. Bookkeeping is designed to provide the skills and knowledge necessary for employment in business occupations. It makes a strong contribution to the understanding of the organization and operation of our private enterprise economy. It serves as an introduction to accounting as a career.

Grade Level	Theme	Rationale
10-12	Fundamentals of Bookkeeping (1 year)	1. Bookkeeping is vital to success in all business ventures. 2. Fundamentals of Bookkeeping is a foundation course to prepare students for advanced training leading to careers in bookkeeping but also is valuable to the student in personal financial organization.
11-12	Principles of Accounting (1 year)	1. This course of study follows the sequential development of accounting procedures. 2. This course is offered to those students who have selected business as a career to further develop the skills and understanding of accounting procedures.
10-12	Consumer Economics (1 semester)	1. This course is offered to provide students an awareness of how our economic system affects him as a consumer. 2. This course is offered to give the student an insight into current economic problems.
	SHORTHAND	1. Shorthand is offered to develop skills, knowledges, and attitudes that are essential to success in stenographic occupations. 2. One of the basic requirements in the business occupational positions is a knowledge of shorthand. 3. In order that the students achieve proficiency in shorthand, a sequential offering of four semesters of shorthand is provided.
10-12	Basic Shorthand (1 semester)	1. This course is offered as a foundation and a beginning of our sequential development of shorthand skills.
10-12	Dictation (1 semester)	1. Dictation is the next step in the sequential development of shorthand proficiency. 2. The students need further development and reinforcement of skills previously acquired.
11-12	Speed Building (1 semester)	1. Speed building is the third step in the sequential development of shorthand proficiency. 2. This course of study will enable the students to apply the previously acquired basic shorthand skills into a rapid and efficient occupational skill.
11-12	Transcription (1 semester)	1. This course of study is the culmination of our shorthand offerings and completes our sequential skill development of shorthand.

Grade Level	Theme	Rationale
		2. This advanced course is designed to prepare students in depth to enable them to meet employment standards for a position where shorthand is a major requirement.
	OFFICE EDUCATION	1. Office Education is necessary for development of knowledges, skills and attitudes that comprise adequate preparation for work in an office. 2. Simulated and practical experience are felt to be of necessity in order to help the students acquaint themselves with the numerous demands of office work. 3. When the students enter the related business occupational fields, this training will be invaluable.

TYPING

GRADE NINE

PERSONAL TYPING - 1 Semester Required

I. Develop the students ability to type efficiently.

A. The student will use the touch technique in mastering the typewriter keyboard.
B. The student will set up a tabluated exercise correctly.
C. The student will center typing problems with correct horizontal and vertical placement.
D. The student will be able to recognize typing errors and neatly correct them.

II. Develop a further applied understanding of grammar construction.

A. The student will type correct sentences from straight or rough draft copy.
B. The student will be able to recognize correctly typed sentences.
C. The student will be able to correct sentences using proofreader's marks.

III. Develop typing skills used in personal typing.

A. The student will be able to center tabulation problems.
B. The student will be able to type a manuscript form with footnotes.
C. The student will be able to type mailable letters in block, modified, and personal styles.
D. The student will be able to address envelopes correctly.
E. The student will be able to type and address postcards correctly.

Example of Behavioral Instructional Objective:

The student will type 15 words per minute with no more than one error per minute.

Resources:

Text: 20th Century Typewriting, Complete Course, Southwestern, Ninth Edition.

Filmstrips/Records: Gregg Typewriting Series - 652.3

Tapes: Typewriting Lessons 1-30, Southwestern - 652.3

Records: Gregg Typewriting Rhythm Records - 652.3 Gre

Instructional Aids:

Pamphlets: Typing Skill Drills, Gregg, 1960.
Typing Power Drills, Gregg, Second Edition, 1960.
Typewriting Drills for Speed and Accuracy, Gregg, Third Edition, 1966.

Transparencies: 3m - Business Number 4-2, Artistic Typing Headquarters, Baltimore, Maryland, 1956.

GRADE TEN THROUGH TWELVE

SKILL BUILDING TYPING - 1 Semester

I. Develop increased speed and accuracy in typing.

A. The student will review skills taught in personal typing.

II. Develop acceptable work performance skills.

A. The student will increase work performance skills by proper arrangement of typing materials.
B. The student will be able to recognize and correct typing errors neatly.

Example of Behavioral Instructional Objective:

Resources:

Text: 20th Century Typewriting, Complete Course - Southwestern, Ninth Edition

Filmstrips/Records: Gregg Typewriting Series - 652.3

Records: Gregg Typewriting Rhythm Records - 652.3

Instructional Aids:

Typing Skill Drives, Gregg, 1960
Typing Power Drills, Gregg, Second Edition, 1960
Typewriting Drills for Speed and Accuracy, Gregg, Third Edition, 1966
3m Business Number 4-s, Artistic Typing Headquarters, Baltimore, Maryland, 1956

GRADE TEN THROUGH TWELVE

PRODUCTION TYPING - 1 Semester

I. Develop an understanding of vocational opportunities in the field of typing.

   A. The student will identify various occupations in the typing related field.
   B. The student will discuss the employment requirements in typing occupations.

II. Develop skills in duplication.

   A. The student will type multiple carbon copies.
   B. The student will type ditto masters and stencils.
   C. The student will be able to operate the mimeograph and fluid duplicators.

III. Develop work habits that are important to success in business activities.

   A. The student will be able to type at a production rate.
   B. The student will be able to organize and present material in a way that will be most effective.

Example of Behavioral Instructional Objective:

The student will type on a ditto master and use this master on the ditto machine to produce 40 non-smeared copies.

Resources:

Text: 20th Century Typewriting, Complete Course, Southwestern, Ninth Edition

Instructional Aids:

Typing Skill Drills, Gregg, 1960
Typing Power Drills, Gregg, Second Edition, 1960
Typewriting Drills for Speed and Accuracy, Gregg, Third Edition, 1966
Typing I Kit - Gregg, 1963

GRADE TEN THROUGH TWELVE

VOCATIONAL CAREER TYPING - 1 Semester

I. Develop production skill in typing letters.

A. The student will be able to type business letters on executive size, special size, and regular size stationery.
B. The student will be able to type at a rate which assures production of usable work for a reasonable length of time.
C. The student will be able to type various business forms; e.g., purchase orders, inter-office memos, invoices, vouchers, etc.

II. Develop proficiency in mailing procedures.

A. The student will be able to address envelopes, fold letters, and insert them in envelopes correctly.
B. The student will be able to type letters with carbon copies and enclosures.

III. Develop orderly procedures for handling office routines.

A. The student will achieve higher levels of performance in daily work activities.
B. The student will be able to organize and prepare materials for maximum work production.

Example of Behavioral Instructional Objective:

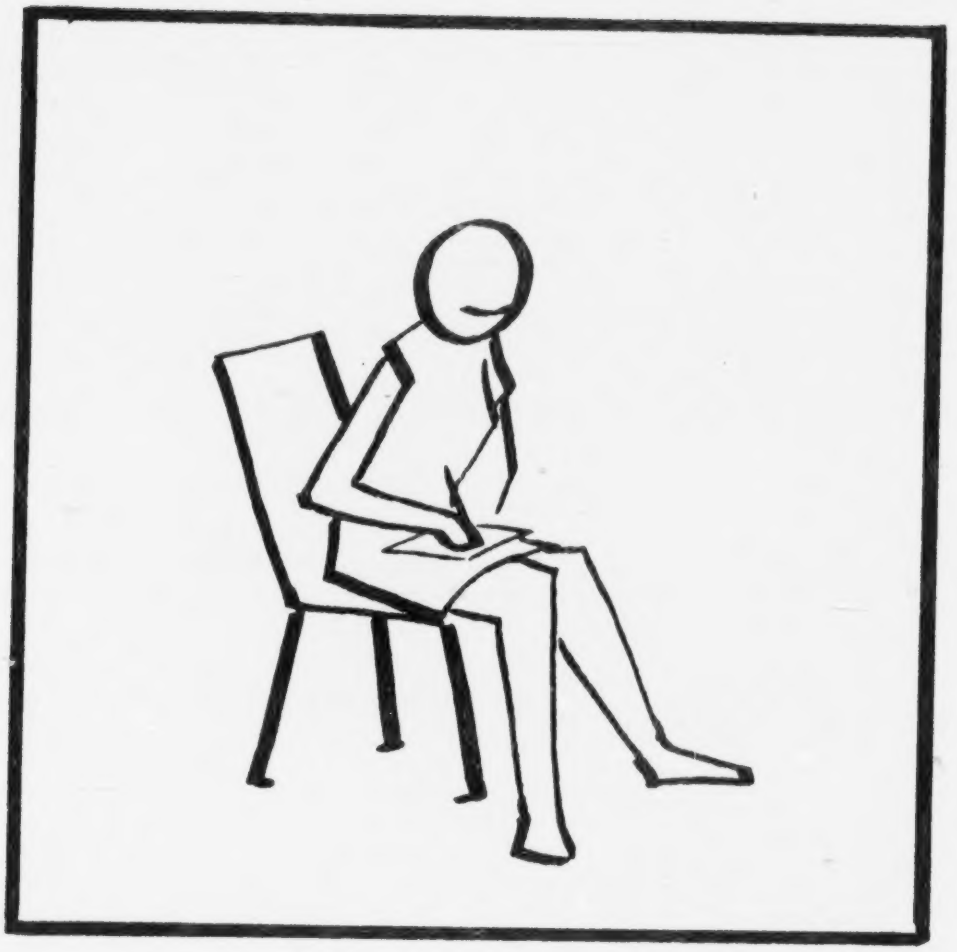
Given three letter forms, the student will type at least one mailable letter using each form.

Resources:

Texts: 20th Century Typewriting, Advanced Course, Southwestern, Ninth Edition
Timed Writings About Careers - Southwestern
Business Letter Typing - Southwestern
Typing Mailable Letters - Gregg

Instructional Aids:

Reference Manual for Stenographers and Typists - Gregg, Fourth Edition
20,000 Words Spelled and Divided - Gregg
Applied Office Typing - Gregg (Practice Set)
Reference Manual for Office Personnel - Southwestern



SHORTHAND

GRADE TEN THROUGH TWELVE

SHORTHAND

BASIC SHORTHAND - 1 Semester

I. Develop the understanding of the principles of shorthand.

A. The student will be able to read and write the shorthand alphabet.
B. The student will be able to read and write the shorthand brief forms and phrases.
C. The student will be able to write shorthand theory.
D. The student will be able to write related word forms fluently.

II. Develop a business vocabulary.

A. The student will be able to expand his business vocabulary.

Resources:

Texts: Gregg Shorthand, Diamond Jubilee Series
Stenoscript, ABC Shorthand, SRA, 1968

Magazines: Today's Secretary
Business Education World, Gregg
The Balance Sheet, Southwestern

Tapes: Theory Dictation Tapes - Gregg Diamond Jubilee Series

Instructional Aids: Shorthand Dictionary - 653 Gre
20,000 Words Spelled and Divided - Gregg
Gregg Awards Catalog

GRADE TEN THROUGH TWELVE

DICTATION - 1 Semester

I. Develop and strengthen the student's knowledge of shorthand.

   A. The student will review shorthand.

II. Develop dictation speed.

   A. The student will transcribe from tapes and records to achieve a greater degree of skill.
   B. The student will be able to progress to higher rates of speed according to his ability.
   C. The student will be able to phrase when taking newly dictated material.

III. Develop a foundation for transcription.

   A. The student will be able to transcribe from his own notes.
   B. The student will be able to construct outlines to facilitate transcription.
   C. The student will use the typewriter in transcribing dictated material.
   D. The student will use the dictionary as a transcription tool.

Resources:

Text: Gregg Dictation, Diamond Jubilee Series

Magazines: Today's Secretary
Business Education World - Gregg
The Balance Sheet - Southwestern

Records: Shorthand Speed Development Disc - 653.4b Sho

Tapes: Theory Dictation Tapes - Gregg Diamond Jubilee Series

Instructional Aids: Shorthand Dictionary - 653 Gre
20,000 Words Spelled and Divided - Gregg
Reference Manual for Office Personnel - Southwestern, Fifth Edition
Gregg Awards Catalog

GRADE TEN THROUGH TWELVE

SPEED BUILDING - 1 Semester

I. Develop increased speed.

A. The student will achieve a higher level of dictation - transcription skills on short and long takes.
B. The student will take and transcribe office style dictation.
C. The student will take dictation and transcribe with increased speed and accuracy.

II. Develop skills in proofreading.

A. The student will be able to integrate the use of shorthand with typewriting and grammar skills.
B. The student will be able to recognize shorthand errors and correct them.

III. Develop and increase fluency in writing shorthand.

A. The student will write the shorthand phrases, brief forms, and theory.

Resources:

Text: Gregg Speed Building, Diamond Jubilee Series

Books: Dictation for Transcription - Gregg, 1963
Transcription Dictation - Gregg, 1956
Speed Dictation - Gregg, 1963

Magazines: Today's Secretary
Business Education World - Gregg
The Balance Sheet - Southwestern

Tapes: Theory Dictation Tapes - Gregg Diamond Jubilee Series

Instructional Aids: Shorthand Dictionary - 653 Gre
20,000 Words Spelled and Divided - Gregg
Reference Manual for Office Personnel - Southwestern, Fifth Edition
Gregg Awards Catalog - Gregg, 1971

GRADE ELEVEN THROUGH TWELVE

TRANSCRIPTION - 1 Semester

I. Develop the efficient transcription techniques.

   A. The student will arrange and use transcription materials; e.g., pad, typing paper, eraser, pen, etc.

II. Develop an understanding of office dictation.

   A. The student will identify office style dictation.
   B. The student will take and transcribe office style dictation.

III. Develop an appreciation of the importance of Shorthand as a communication tool in the business office.

   A. The student will produce mailable communications at an acceptable rate for vocational use.

Example of Behavioral Instructional Objective:

When given 100 brief forms, the student will be able to write and transcribe these forms with 90% accuracy.

Resources:

Text: Gregg Transcription, Diamond Jubilee Series

Books: Dictation for Transcription - Gregg, 1963
Transcription Dictation - Gregg, 1956
Speed Dictation - Gregg, 1963

Magazines: Today's Secretary
Business Education World - Gregg
The Balance Sheet - Southwestern

Tapes: Theory Dictation Tapes - Gregg Diamond Jubilee Series

Instructional Aids: Shorthand Dictionary - 653 Gre
20,000 Words Spelled and Divided - Gregg
Reference Manual for Office Personnel - Southwestern, Fifth Edition
Gregg Awards Catalog - Gregg, 1971

BOOKKEEPING

GRADE TEN THROUGH TWELVE

BOOKKEEPING

FUNDAMENTALS OF BOOKKEEPING - 1 Year

I. Develop an understanding of the bookkeeping cycle.

A. The student will be able to construct a flow chart showing all the steps in the bookkeeping cycle.
B. The student will be able to perform double-entry bookkeeping for a fiscal period.

II. Develop an understanding of the bookkeeping principles.

A. The student will make journal entries from source documents.
B. The student will post journal entries to the ledger.
C. The student will prepare a worksheet from ledger accounts.
D. The student will prepare financial statements from the worksheet.
E. The student will close, rule, and balance ledger accounts.
F. The student will prepare a past-closing trial balance from the ledger.

III. Develop a vocabulary of bookkeeping terms.

A. The student will be able to distinguish between asset, liability, and proprietorship accounts.
B. The student will identify and use common bookkeeping terms.

Resources:

Text: 20th Century Bookkeeping and Accounting, First Course, Southwestern, 23rd Edition

Books: Careers in Accounting, 657.069 Ash
Your Future in Accounting, 657.069 Loc
So You Want to be an Accountant, 657.023 Roh
Gregg Bookkeeping and Accounting, Gregg, Third Edition

Filmstrips: The Bookkeeping Process - 657 Abc

Transparencies: Visual Aids, First Year Course, Southwestern, 23rd Edition

Magazines and Newspapers: The Balance Sheet - Southwestern
Business Week
Wall Street Journal
Great Falls Tribune

Practice Sets: Spencer Athletic Goods Set - Southwestern Publishing Co.
Taylor Hardware Set - Southwestern Publishing Co.
Weston Leather Goods Set - Southwestern Publishing Co.

GRADE ELEVEN THROUGH TWELVE

PRINCIPLES OF ACCOUNTING - 1 Year

I. Review the fundamentals of bookkeeping.

   A. The student will review the construction of a flow chart showing all steps in the bookkeeping cycle.
   B. The student will review double-entry bookkeeping.

II. Develop an understanding of analyzing and interpreting financial records and reports.

   A. The student will be able to gather, classify, and interpret financial information.
   B. The student will be able to differentiate between partnership and corporation organization.
   C. The student will be able to analyze and apply accounting principles to partnership and corporation records.
   D. The student will identify numerical account classification, cost accounting, manufacturing reports, financial statement analysis, budgeting, and internal reporting.
   E. The student will be able to diagram the systematic flow of financial data.

Resources:

Text: 20th Century Bookkeeping and Accounting, Advanced Course, Southwestern, 23rd Edition

Books: Gregg Bookkeeping and Accounting - Gregg, Third Edition
Secretarial Accounting - Southwestern, Seventh Edition
Bookkeeping and Accounting, Advanced Course - Gregg, 1958

Magazines: The Balance Sheet - Southwestern
Business Week
Wall Street Journal
Great Falls Tribune

Practice Sets: Norton and Page Set - Southwestern Publishing Co.
Reed Auto Supplies, Inc., Set - Southwestern Publishing Co.
The Stanley Manufacturing Co Set - Southwestern Publishing Co.

GRADE TEN THROUGH TWELVE

CONSUMER ECONOMICS - 1 Semester

I. Develop an understanding of our economic system.

A. The student will identify capitalism, socialism, and communism.
B. The student will be able to discuss the role of money, credit, and banking in our economic system.
C. The student will be able to differentiate between capitalism and socialism.

II. Develop an understanding of effective management of personal financial practices.

A. The student will be able to prepare a personal budget.
B. The student will discuss the influences of advertising.
C. The student will discuss laws, taxation, and government regulations which affect his personal financial practices.

Example of Behavioral Instructional Objective:

The student will be able to record 10 different transactions in T-accounts with 100% accuracy.

Resources:

Text: Not yet selected.

Sample Texts: Applied Economics - Southwestern, Seventh Edition
Consumer Economic Problems - Southwestern, Seventh Edition
Economics, U.S.A. - Gregg, 1968
Consumer Economics - Gregg, Third Edition

Books: Business in Action - 330.97 Par
Today's Economics - 330.600
Economics for Living - 330 Sou
Marketing, Sales Promotion, and Advertising - Southwestern

Movies: Pay to the Order Of - 332.1
How Banks Serve - 332.1a

Transparencies: Changing Situations of Agriculture in Our Economy - 338.1 Cha

Magazines and Newspapers: Business Week
Consumer Bulletin
The Balance Sheet - Southwestern
Today's Secretary
Consumer Report
Wall Street Journal
Great Falls Tribune

Monographs: Visual Aids for Business and Economic Education, Monograph 92

Instructional Aids: Teaching Unit on Consumer Finance - National Consumer Finance Association - 1000 16th Street N.W., Washington, D.C.
Investment Kit from New York Stock Exchange, 11 Wall Street, New York, N.Y.

GRADE NINE

OFFICE EDUCATION

INTRODUCTION TO BUSINESS - 1 Semester

I. Develop an awareness of the career opportunities in business.

A. The student will discuss the career opportunities in business.
B. The student will discuss the employment requirements of business occupation.

II. Develop an understanding of the fundamental principles and procedures of business.

A. The student will discuss the elementary aspects of banking, transportation, insurance, investments, recordkeeping, communications, merchandising, personal finance, and budgeting.

Resources:

Text: Not yet selected.

Sample Texts: General Business for Today and Tomorrow - Prentice-Hall
General Business for Economic Understanding - Southwestern, 1966
Today's General Business - Ginn, 1969
General Business for Everyday Living - Gregg, 1966

Books: Teaching Business Subjects - Prentice-Hall, 1965
Money and Banking - Southwestern, Fourth Edition
Modern Business Communications - Pitman Publishing, 1963
Business Principles, Organization, and Management - Gregg, 1963
Fitting Yourself for Business - 650 Mac
Fundamentals of Selling - 658.35
Your Future in Retailing - 658.87
Your Future in Retailing - 659.1S
Advertising - 659.1 Fos

Magazines and Newspapers: Business Week
Consumer Bulletin
The Balance Sheet - Southwestern
Today's Secretary
Consumer Report
Wall Street Journal
Great Falls Tribune
U.S. News and World Report

Monographs: Southwestern Publishing Co.

#107 - Motivation in Teaching General Business
#G10A- Methods of Teaching General Business
#12A - Methods of Teaching General Business

OFFICE EDUCATION

GRADE TEN THROUGH TWELVE

BUSINESS MACHINES - 1 Semester

I. Develop skill on specific machines.

A. The student will operate 10-key adding machines.
B. The student will operate a printing calculator.
C. The student will operate an electronic calculator.
D. The student will operate the executive typewriter.
E. The student will operate mimeograph and fluid duplicators.
F. The student will discuss the functions that office machines perform.

Resources:

Texts:

Using the Rotary Calculator in the Modern Office - Gregg
Victor Business Machines Course
Business Machine Exercises - Gregg
Duplication Do's and Don'ts - Allied Publishers, Inc.
Office Machines Course - Southwestern
Monroe Business Mathematics
How to Use Adding and Calculating Machines - Gregg, Third Edition

Instructional Aids:

Machine Office Practice - Wouthwestern
Adding Machine Speed Tests - Teacher made
Duplication Projects, e.g., French Fold, Handbill, Newspaper

GRADE TEN THROUGH TWELVE

BUSINESS LAW - 1 Semester

I. Develop an expanded vocabulary of legal terms.

   A. The student will identify and apply legal terms.

II. Develop an understanding of the basic principles of the Uniform Commercial Code.

   A. The student will identify and apply legal terms.
   B. The student will identify and discuss uniformity of commercial paper, sale of goods, and contracts.

III. Develop an understanding of legal services.

   A. The student will be able to identify problems which require legal services.
   B. The sugent will be able to discuss various legal services; e.g., lawyer, Better Business Bureau, Office of Economic Opportunity, police, etc.

IV. Develop an understanding of the organization and function of our court system.

   A. The student will be able to diagram the local, state, and federal court systems.
   B. The student will discuss the interrelation of local, state and federal court systems.

V. Develop an understanding of contracts and their relations to personal and business affairs.

   A. The student will be able to identify and discuss the terms of written agreements.
   B. The student will be able to discuss the legal rights and obligations pertaining to contracts.
   C. The student will be able to indicate the rights and duties required in negotiable instruments.

Resources:

Text: Understanding Business Law - Gregg, Fourth Edition

Books: Applied Business Law - Southwestern, Ninth Edition
Uniform Commercial Code Teaching Guide - Southwestern
30 Hour Business Law - Gregg, 1970
Buyer Beware - 659.1 tru
The Hidden Persuaders - 659.1 Pac

Movies: Pay to the Order Of - 332.1
How Banks Serve - 332.1a

Magazines: Business Week
Consumer Bulletin
The Balance Sheet - Southwestern

Magazines and Newspapers: Today's Secretar
Consumer Report
Wall Street Journal
Great Falls Tribune

Instructional Aids - Project Suggestions:

Community Business People - e.g., lawyer, banker, salesman, etc.
Courtroom Visitations
Mock trials

GRADE TWELVE

CLERICAL OFFICE PROCEDURES - 9 Weeks

I. Develop improved student production in specific business-situation problems.

A. The student will be able to operate commonly-used office machines.
B. The student will be able to identify the principles of filing.
C. The student will be able to recognize various business forms and their purposes.

II. Develop the awareness of character and personality traits which make for successful relations with others.

A. The student will be able to demonstrate the ability to work harmoniously with others.
B. The student will be able to demonstrate habits of good personal appearance and good grooming.
C. The student will be able to demonstrate responsibility and pride in his accomplishments.

III. Develop an understanding of career opportunities in clerical office work.

A. The student will identify the occupational opportunities of clerical office work.
B. The student will discuss the requirements for employment for clerical office work.

Resources:

Sample Texts: General Office Practice - Gregg, 1970
Clerical Office Practice - Southwestern, Fourth Edition

Books: The Young Woman in Business - 650 Omcl
A History of Business I - 600.09 Bea
A History of Business II - 650.94 Bea
Business Letter Writing Made Simple - 651.75

Filmstrips/Records: Progressive Filing Series - 651.5

Transparencies: Office Occupations - 650.3Md

Magazines and Newspapers: Business Week
Consumer Bulletin
The Balance Sheet - Southwestern
Today's Secretary
Consumer Report
Wall Street Journal
Great Falls Tribune
U.S. News and World Report

GRADE TWELVE

SIMULATED OFFICE PRACTICE - 9 Weeks

I. Develop skill in the performance of office tasks.

A. The student will demonstrate job-entry skills.
B. The student will perform simulated work experience.
C. The student will demonstrate good customer relations.

Resources:

Instructional Material:

Card-Punch Simulator Operation - Gregg, 1968
Gregg Shorthand Speed Dictation - Gregg, 1963
Gregg Shorthand Transcription - Gregg, 1963
Gregg Pre-Recorded Dictation Tapes - Gregg, 1963
Southwestern Typing Book #2, Advanced Course, Southwestern, 1967
Southwestern 20th Century Bookkeeping and Accounting, 23rd Edition, 1967
Gregg Progressive Filing, Eighth Edition, Gregg, 1969
Dictaphone Machine Transcription Course
Economics, USA, Gregg, 1968
Land Description Information Provided by Local Agricultural Agencies

GRADE TWELVE

BUSINESS COMMUNICATIONS - 9 Weeks

I. Develop communications skills necessary in business occupations.

A. The student will demonstrate correct spelling and grammar.
B. The student will write business letters, forms, and reports.
C. The student will demonstrate desirable work habits, attitudes, and personality traits for a successful business career.

Example of Behavioral Instructional Objective:

When given a list of ten legal terms and 12 definitions, the student will be able to match 9 terms to the correct definition.

Resources:

Sample Texts: Effective English for Business Communication - Southwestern, Sixth Edition
Business Correspondence - Gregg, 1971
Business English and Communication - Gregg, Third Edition

Books: Practical Business Psychology - 650 Lay
Listen to Leaders in Business - 650 Lov
Business Behavior - 650.19 Rus
Writing for Business - 650.7 Blo
Business Letter Writing Made Simple - 651.75

Magazines and Newspapers: Business Week
Consumer Bulletin
The Balance Sheet - Southwestern
Today's Secretary
Consumer Report
Wall Street Journal
Great Falls Tribune
U.S. News and World Report

GRADE TWELVE

SECRETARIAL OFFICE PROCEDURES - 9 Weeks

I. Develop skill in typing, dictation, and transcription.

   A. The student will further his skills in typing, dictation, and transcription.

II. Develop an understanding of office procedures.

   A. The student will perform secretarial office tasks.

III. Develop an understanding of career opportunities in secretarial office work.

   A. The student will have the ability to select and apply for a general office job applicable to his ability and interest.

IV. Develop an understanding that desirable character and personality traits are important in working with others.

   A. The student will demonstrate the ability to work harmoniously with others.
   B. The student will demonstrate habits of good personal appearance and good grooming.

Resources:

Text: Not yet selected.

Sample Texts: Secretarial Office Practice - Southwestern, Seventh Edition
Applied Secretarial Practice - Gregg, Sixth Edition
The Administrative Secretary - Gregg, 1970
Secretary's Complete Model Letter Handbook - Prentice-Hall, 1965

Books: The Young Woman in Business - 650.0 McL
A History of Business I - 600.09 Bea
A History of Business II - 650.94 Bea
Secretarial Careers - 651 And
Executive Secretary - 651 Bur
College Secretarial Procedures - 651 Hic
Secretary's Manual - 651 Str
Complete Secretary's Handbook - 651.02

Filmstrips/Records: Secretarial Training: with guide - 651

Transparencies: Office Occupations - 650.3Md

Magazines and Newspapers: Business Week
Consumer Bulletin
The Balance Sheet - Southwestern
Today's Secretary
Consumer Report
Wall Street Journal
Great Falls Tribune
U.S. News and World Report

GRADE TWELVE

BUSINESS COOPERATIVE EDUCATION - 9 Weeks

I. Develop a practical work experience.

A. The student will work in the business community.

Resources:

Dentist - Dr. W. E. Cherry	622-3229	Fort Benton
Dr. W. A. Welty	622-3773	Fort Benton
Chet's Chevrolet	622-5181	Fort Benton
KRTV	622-5249	Great Falls
Dr. W. A. Gertson, M.D.	622-5211	Fort Benton
Selective Service System	622-3361	Fort Benton
First Chouteau County Bank	622-5083	Fort Benton
River Press Newspaper Productions	622-5274	Fort Benton
Chouteau County Assessor	622-5261	Fort Benton
Chouteau County Clerk & Recorder	622-5151	Fort Benton
Chouteau County Clerk of Court	622-5024	Fort Benton
Chouteau County Commissioners Board	622-3631	Fort Benton
Chouteau County Sheriff's Office	622-3225	Fort Benton
Chouteau County Treasurer's Office	622-3225	Fort Benton
Chouteau County Attorney's Office	622-3758	Fort Benton
Chouteau County Supt. of Schools		Fort Benton
Insurance Agencies and Agents:		
Wes Lambert	622-3275	Fort Benton
Marvin Appleby -Pioneer Insurance	622-5033	Fort Benton
Ed Nottingham	622-5148	Fort Benton
George Vielleux	622-5133	Fort Benton
ASCS Office Jon West	622-3641	Fort Benton
Mrs. Bev Anderson - Secretarial & Business	622-3793	Fort Benton
Mr. Bill Hoppes - Office Management	622-5112	Fort Benton
Mrs. Irma Paul - Offset Operator	622-3242	Fort Benton
Mr. Irvin Geysler - Manufacturing	622-3344	Fort Benton

REVISION

The Vo-Tech curriculum was derived to create an organized pattern for the learning development of our students. As in any aspect of life, change is inevitable; therefore, we must constantly evaluate and revise this guide. The following evaluation instrument is to be completed by each teacher involved with this curriculum near the end of each semester.

EVALUATIVE INSTRUMENT

1. Are the themes indicated in this curriculum meaningful and relevant? If so, how? If not, why not?

2. Do the major concepts help develop the theme at that level? If so, how? If not, why?

3. Are the behavioral sub-concepts helpful in developing the main concepts? If not, list those that need revision.

4. Are the concepts suited to the level and abilities of the students? If not, what do you suggest?

5. Are there any concepts that should be ommitted? If so, which ones and why?

6. In your opinion are there any concepts that could and should be added? If so, why?

7. Is the content of the theme too great to be covered in the alotted time? If so, what would you delete?

8. Please list any new materials and ideas you have found helpful in your efforts to teach the concepts indicated.

9. Indicate those teaching approaches that you are using and list any others that you find useful.

10. What is your opinion of the total curriculum? Please explain.

APPENDIX A

SURVEYING FORT BENTON'S BUSINESS EDUCATION EFFORTS

Those staff members responsible for any portion of the Business Education program were asked to respond to the attached survey instrument. The instrument is short and is composed of three parts. Each instructor was to indicate (1) the nature of the business education offerings at their level of instruction; (2) what the instructor considered the strengths of that offering; and (3) what the instructor considered the weaknesses of that offering.

The feedback obtained from this instrument is summarized as follows:

1. Fort Benton's past areas of emphasis were:

   9-12 Personal Typing, Typing I, Shorthand I, a vocational course in office education, Advanced Business, Bookkeeping, Business Math and Office Machines.

2. Strengths:

   a) It was felt that for a student who wished to consider office work as a career, he or she could progress from the tenth grade through the twelfth grade and will have acquired the skills necessary for a beginning office position.

   b) Personal Typing has been required at the ninth grade level. This has made the typing program more advanced.

3. Weaknesses:

   a) Students are not taking the office machines course before going into Advanced Business.

   b) Lack of basic business course in the junior high grade covering basic concepts of the business world.

   c) Not enough work has been done with personality development and grooming.

SCHOOL SYSTEM SELF SURVEY

This survey is being distributed to those members of our staff responsible for any portion of our Vo-Tech program - Commercial - Each teacher is asked
Industrial Arts
Vo-Ag
Home Ec.
T & I
to reply to all the statements.

Teacher's Name_____

Teacher's Grade Level_____

I. What is the nature of the Vo-Tech Offering presently at your grade level? (i.e., what themes, concepts, ideas, etc. do you teach with reference to Vo-Tech during the course of the year?

a) Major Themes or Topics_____

_____

_____

_____

_____

b) Units_____

_____

_____

_____

_____

c) Concepts_____

_____

_____

_____

_____

d) Others_____

_____

_____

_____

_____

Comments:

II. What do you consider to be the strengths of this offering?

III. What do you consider to be the weaknesses of this offering?

APPENDIX B

CURRICULUM DEVELOPMENT SURVEY

Various college professors, learning laboratory representatives and State Department representatives were asked to respond to the attached instrument. The purpose was to obtain informative date in the English (Language Arts), Math, Science and Vo-Tech Curriculum areas. The instrument was designed to consider two major areas: (1) General information concerning the individual and agency that individual represented and (2) Specific curriculum information.

Thirty-one questionnaires were distributed; fourteen were returned. The following is an attempt to summarize the information.

It appears as if very few schools in the state are known to be developing curriculum guides at this time. Even though it was felt that many schools are beginning to do "something" in the realm of curriculum, the survey respondents did not for the most part indicate recommended places to visit. Of the programs and schools mentioned as doing "something" in curriculum it appeared that all had a tendency to be striving toward some form of individualization in those curriculum areas they were concentrating on.

CURRICULUM DEVELOPMENT

This survey instrument is being circulated among college professors, learning laboratory representatives and State Department representatives. The purpose is to obtain informative date in the English (Language Arts), Math, Science and Vo-Tech Curriculum Areas. Your reply to this instrument will be greatly appreciated. Results will be sent to you upon request. A return self-addressed envelope has been enclosed for your convenience.

I. GENERAL INFORMATION

1. Name of Institution or Agency you represent_____

2. Describe the lines of communication you have with local school districts in regard to curriculum development.

3. How many schools do you personally contact during the course of a year concerning curriculum development and improvement?

4. What is basically the area of concentration that you become involved with in your work with local school districts?

II. SPECIFIC CURRICULUM AREAS

1. Are you aware of any school districts that have developed or are in the process of developing curriculum guides or outlines in the areas of Language Arts, Math, Science and Vo-Tech? (If yes, please indicate.)

2. Are there any school districts you would recommend a visitation to concerning their curriculum development? (If yes, please indicate where.)

3. Are you aware of any worthwhile and interesting "new" happenings in the area of Language Arts - K-12? (If so, please relate.)

4. Are you aware of any worthwhile and interesting "new" happenings in the area of Math - K-12? (please relate.)

5. Are you aware of any worthwhile, "new" and interesting happenings in the area of Science - K-12? (Please relate)

6. Are you aware of any worthwhile, "new" and interesting happenings in the area of Vo-Tech (Home Ec., Industrial Arts, Trades & Industry, Commercial, Vocational-Agricultural.) Please Relate.

7. Do you have any lists of reference materials that you would share with us concerning any of these curriculum areas? (If so, please enclose list and return with questionnaire.)

APPENDIX C

Reference Material

The following reference material was research in an attempt to make this effort as dependable as possible. It was found that no one source provided us with the exact formula for our task. However, in searching through this reference material, we were able to develop a curriculum outline we feel fits the needs of the students of Fort Benton.

1. Roman, John C., The Business Curriculum, Southwestern Publishing Co., 11 Guittord Road, Burlingame, California 94010, 1966, pp. 59.

2. Woolschlager, Ruth B., Ph.D., Responsibilities of the Business Education Department Chairman, Southwestern Publishing Co., 11 Guittord Road, Burlingame, California 94010, 1969, pp. 96. Phone 413/697-7050.

3. A Guide for Business Education, State Board of Education, St. Louis, Missouri, pp. 396.

4. Business Education Curriculum Guidelines, Office of the Public Instruction, Helena, Montana.

5. A Guide to Business Education in Florida Schools, State Department of Education, Tallahasse, Florida, 17 pages, bulletin 72.

6. Suggested Business Education Program Secondary Schools, School District of Philadelphia, Division of Vocational Education, Philadelphia, Penn., p. 16.

7. Business and Office Occupations Education, Alexandria City Public Schools, Alexandria, Virginia, 11 pages.

8. Instructor's Handbook for Basic Shorthand, Gregg, John R., Leslie, Louis A., and Zoubeck, Charles S., Gregg Division, McGraw-Hill Book Company, 8171 Redwood Highway, Novato, California, 1964, 75 pages. Phone 415/897-5293.

9. Speed Building - McGraw-Hill Book Company, Novato, California.

10. Dictation - McGraw-Hill Book Company, Novato, California.

11. Transcription - McGraw-Hill Book Company, Novato, California.